

# The Winchcombe Speech and Language Resource

Age Range: Foundation Stage – Year 6



## Overview

The Winchcombe Speech and Language Resource provides specialist support for children with Speech, Language and Communications Needs (SLCN) that are significantly impacting their learning and development. Integrated as part of The Winchcombe School in Newbury, we are a fifteen-placement provision available to eligible pupils across the whole of West Berkshire. Our resource works alongside the pupils' mainstream classes, supporting them as they engage with the primary curriculum.

Speech, language and communication underpin everything we do: the ability to make our needs known, express our likes and dislikes, interact with others and build relationships is at the core of all our journeys through life. Many of us take these skills for granted but for some children, acquiring them can be a challenging process.

A child with SLCN might have speech that is difficult to understand; struggle to say words or sentences, to understand words that are being used, or the instructions they hear; and/or may have difficulties knowing how to talk and listen to others in a conversation.

Children can have some or all of these difficulties – with each one requiring a different, individualised approach. There may be no obvious reason for such difficulties – for example, no specific disorder, hearing problem or physical disability to explain them. They might be bright, but struggle to understand the language used in the classroom, or they may have lots of ideas, but find it hard to express themselves

## Eligibility Criteria

The Resource caters for pupils with Speech, Language and Communication Needs which have a significant impact on their learning and development. Our pupils require intensive speech therapy, in conjunction with specialised teaching and adult support, to access the curriculum and make academic and developmental progress.

We can cater for pupils who meet the following criteria:

- *Meets the LA's statutory assessment criteria for Education, Health and Care Plans with a Primary Need of Speech, Language and Communication Needs*
- *Has a diagnosis of Developmental Language Disorder (DLD) which has a significant impact on learning and development*
- *Has a level of ability within the range expected in a mainstream school*
- *Demonstrates the ability to function within a mainstream educational setting with appropriate differentiation*
- *Requires intensive, specialist Speech and Language provision to achieve the outcomes identified within their EHC Plan*

## How much time does a child spend in mainstream classes?

The provision is made up of two small classes, with the children spending the morning in the Resource and the afternoons in the main school.

## What support is provided specifically by the provision and how is this organised?

We provide a unique learning environment focused on their particular speech, language and communication needs. Pupils receive a highly personalised programme designed to adapt to their individual challenges; intensive support, input and advice from a specialist language teacher; access to intensive speech and language therapy; access to small group and individual work focusing on their specific needs; access to specialist speech, language and communication teaching integrated into the whole school environment; supported inclusion in the mainstream classes. They benefit from an ethos supportive of the needs of pupils with speech and language difficulties within the wider school.



## What qualifications/experience do staff in the provision have?

The Speech and Language Resource has two qualified teachers with special qualifications in supporting children with SLC needs. They lead Maths and English lessons each morning and work alongside a qualified Speech and Language Therapist and a Therapy Assistant. There are also two experienced Teaching Assistants attached to the provision, who support the children each morning and also, where appropriate, in mainstream classes each afternoon. All staff are Makaton trained. All staff take part in annual training in welfare and safeguarding.

## What training and support are offered to mainstream staff?

School INSET sessions, as well as timely support meetings, help teaching staff to be kept up to date with the needs of our pupils. Individual Support and Achievement plans are written and reviewed termly and these are shared with mainstream staff to ensure they have a clear understanding of the individual needs of our children. The Resource staff also liaise with teachers to advise on and support adaptations to the mainstream curriculum. Makaton training is offered to staff and parents as and when the need arises.

## Are parents/carers charged for the provision?

There is no charge, the provision is funded by an EHCP plan.

## How do I apply for a place?

Parents and carers of potential pupils living in West Berkshire are welcome to contact the school to arrange a convenient time to visit. If a place in the unit is requested, the request would be considered by the SEN panel and a decision would be made in line with the Code of Practice. If a placement is agreed it will be named on your pupil's EHCP plan.

### Contact details:

Or Via the West Berkshire Local Offer:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=B4b0GBIzbFo&localofferchannel=4>

## Frequently Asked Questions

### ***What does a resource offer that mainstream can't?***

We offer a creative and bespoke approach to learning, dedicated to supporting children's Speech, Language and Communication needs. The children receive specialist teaching in Reading, Writing and Maths, alongside intensive speech therapy, in a supportive, communication-friendly environment.

### ***Will my child stay here or go back to their previous school eventually?***

This part of the process is managed through the annual review and assessment of provision in meeting your pupil's needs outlined by the EHCP.

### ***What transition process do you have?***

While moving to a new school is exciting, we also understand it can be an anxious time for the whole family. We are keen to support children and make their transition as smooth as we can.

Once a pupil's place has been confirmed, we encourage parents and children to visit the resource to meet the staff and have a tour of the school. We would then arrange additional visits for the children so they can begin to experience the teaching environment of the Resource, and also begin to build relationships with the staff and pupils.

We also generate social stories for parents to share with their children at home. These include photographs of key adults, places and activities and can help children understand their new routines and become familiar with the people working with them before they start.

### ***How do you manage behaviours that challenge?***

When appropriate we follow our mainstream behaviour policy and support pupils to understand it and reflect on any consequences that may come up.

### ***Won't they miss their friends?***

Although the children from Year 1 onwards spend each morning learning in the Resource, they are actively encouraged to build successful relationships and friendships within their mainstream class. To support this, the children register in their mainstream classes at the start of each day and also play together during the mid-morning break. They also join their friends to eat their lunch and play before their mainstream afternoon lessons begin. When the opportunities arise, our children also join with their friends for class trips and activities such as swimming and PE, if these are timetabled during the morning sessions.